DOCUMENT RESUME

ED 085 642 CG 008 584

AUTHOR Kleemann, Joseph L.
TITLE The Kendall College Human Potential Seminar: Guidelines and Materials.
INSTITUTION Kendall Coll., Evanston, Ill.
PUB DATE 74
NOTE 30p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Students; *Human Development; *Individual Development; *Program Descriptions; *Self Concept; *T Groups; Training Objectives; Values
IDENTIFIERS *Kendall College Human Potential Seminar

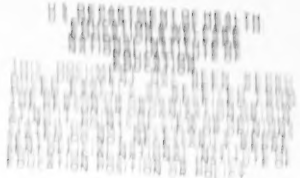
ABSTRACT

The aim of the Kendall College Human Potential Seminar (KCHPS) is to provide a structure within which persons can generate and share extensive positive information about themselves. It also creates greater participant awareness of, and respect for, human potential--their own as well as that of others. This paper consists of guidelines and materials for potential KCHPS leader/participants, including seven sets of exercises dealing with: (1) self-disclosure and feedback; (2) setting goals; (3) sharing peak experiences; (4) analyzing peak experiences; (5) exploring values; (6) affirming strengths and; (7) planning the future. Appendix materials include a seminar format, a syllabus and a tentative TA outline. (LP)

FILMED FROM BEST AVAILABLE COPY

ED 085642

CG



THE KENDALL COLLEGE HUMAN POTENTIAL SEMINAR: GUIDELINES AND MATERIALS

© 1974 Joseph L. Kleemann, Ed.D.
621 Oakton, Evanston, Illinois 60202

CG 003 584

THE KENDALL COLLEGE HUMAN POTENTIAL SEMINAR: GUIDELINES AND MATERIALS

CONTENTS

	PAGE
Preface	iii
Phase I: Self-Disclosure and Feedback	1
Phase II: Setting Goals	2
Phase III: Sharing Peak Experiences	3
Phase IV: Analyzing Satisfying Experiences	8
Phase V: Exploring Values	10
Phase VI: Affirming Strengths	14
Phase VII: Planning The Future	17
Appendix A: KCHPS Format	20
Appendix B: KCHPS Syllabus	22
Appendix C: KCHPS/TA Outline (Tentative)	26

PREFACE

The Kendall College Human Potential Seminar (KCHPS) aims to provide a setting in which persons can generate and obtain personal positive information about themselves; the KCHPS activities of mutual and self affirmation introduce participants to a greater awareness of, and respect for, their own and others' humanity. Specifically, KCHPS participants are able to list systematically and in detail their values, satisfying experiences, personal strengths, and future life goals (see Appendix B).

With the blessing of the former President of the College, Dr. Wesley M. Westerberg, the leadership of the former Director of Counseling, Dr. James D. McClelland, and the consulting assistance funded by a generous grant from the W. Clement Stone Foundation of Chicago, the Kendall College Human Potential Seminar began to take shape in the fall of 1967. Through a process of creative consultation, experimentation and synthesis at Kendall, and particularly through the employment of certain techniques of Dr. Herbert A. Otto, the KCHPS eventually became a multi-purpose "human development" course with unique advantages.

Kendall College provided a fertile ground for curricular innovation during a period of student activism and educational upheaval. The KCHPS appeared on the [illegible] college scene as a bastion of sensibility and effectiveness which met student's needs for a personal growth course with none of the dangers of the [illegible]

[illegible]

The high degree of simple acceptance in the group tends to produce unexpected [illegible] and freedom only a minimum of group pressure [illegible] of the leader. A good group leader needs only an adequate [illegible] maturity, sensitivity and professional commitment to deal with the process. In addition, the leadership of the KCHPS may be greatly shared among the participants, as appropriate to the level of maturity and involvement of the group.

A breakthrough in thinking occurred at Kendall when it was discovered that the KCHPS had appeal to all types of students and to all members of the college community - not just to so-called "underachievers." Henceforth, the basic rationale for the KCHPS was to be that <u>all</u> persons are underachievers in the sense that they can all use <u>more</u> of their basic potentials as human beings with unique constellations of satisfiers, values, strengths and personal goals.

Most importantly, perhaps, the group process package developed at Kendall constituted a unique synthesis of structured and positively oriented activities which seemed to provide for unusually effective and consistent results in terms of positive changes in self-concept and concept of others (Klecmann, 1973, 1973, 1974).

Many persons have been involved in the development of the KCHPS at Kendall and elsewhere. My own involvement began in the fall of 1970 when I attended a KCHPS weekend as a graduate student in higher education and student personnel. Shortly thereafter, I committed myself professionally and personally to the KCHPS as an innovative contribution toward the new concept of "human development" in the curricular college (Klecmann, [illegible], 1973).

My doctoral research effort was concerned with the profound philosophical and educational implications of the KCHPS and involved extensive controlled experimentation in delineating the effects of the KCHPS on participants' self-concepts of others. In the summer of 1972 I came to Kendall as a counselor and human development instructor. My involvement with, and commitment to, the KCHPS culminated in a research report published by the Journal of College Student Personnel (March, 1974), and in the writing of these materials and guidelines utilized from within the context of my own research and classroom experience with the KCHPS.

It is my belief that the KCHPS may very well be conducted without the modification of intensive or extensive leadership training, particularly if the integrity and general sequencing of these materials and guidelines are conscientiously preserved. My manifold purpose in personally formulating and recasting these materials and guidelines is to make the KCHPS readily and widely accessible on a non-profit, non-exploitative basis. I also wish to make my very own, independent, professional contribution to the future of human development instruction in American education.

All comments in the main body of this pamphlet are addressed to a hypothetical KCHPS leader/participant.

Kendall College, December, 1973.

REFERENCES

Human Potential Seminar Leader's Manual. Evanston, Illinois: Human Potential Project, Kendall College, 1971 (out of print).

Kleemann, J. L. "The Kendall College Human Potential Seminar Model and Philosophies of Human Nature." Doctoral dissertation in higher education: University of Illinois, 1972 (T. H. O'Banion, advisor).

_____. "Human Potential Seminars: An Effective Contribution to An Emerging Human Development Model of Education." Speech delivered at Danville Junior College, Danville, Illinois, January, 1973.

_____. "The Kendall College Human Potential Seminar Model: Research." Journal of College Student Personnel, March, 1974.

O'Banion, T. H., Thurston, A., eds. Student Development Programs in The Community Junior College. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Otto, H. A., ed. Explorations in Human Potentialities. Springfield, Illinois: Charles C. Thomas, Publisher, 1966.

Otto, H. A. Group Methods Designed to Actualize Human Potential: A Handbook. Chicago: Achievement Motivation Systems/Stone Foundation, 1968.

Simon, S. B., Howe, L. W., and Kirschenbaum, H. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, Inc., 1972.

PHASE I: SELF-DISCLOSURE AND FEEDBACK

There are several ways to begin the pervasive KCHPS process of generating and sharing extensive positive information about each participant. Phase I is a powerful and safe way to begin any group process. Keep in mind that throughout the KCHPS, and during Phase I especially, a modelling type of participation on the part of the seminar leader is of crucial importance to the success of the process.

To conduct this two-part phase most effectively, encourage participants to make a few notes during the self-disclosures concerning what strikes them about what each participant shares. Part 1 of Phase I should take up to about an hour - preferably uninterrupted. (A good time to take a short break is between Part 1 and Part 2.) Part 2 of Phase I should take up to about a half hour. Let the time periods be dictated by the level of sharing that occurs and by your own scheduling considerations. (This last remark applies throughout the different KCHPS Phases.)

1. Self-Disclosure (at least two options; in either case, each participant begins by telling the group what he/she likes to be called familiarly).

   a. With the seminar leader going first, each participant then shares in some detail whatever he/she is comfortable with in regard to three things: 1) a significant event or time period of formative influence in his/her life; 2) a significant relationship of formative influence in his/her life; 3) a description of a very happy or joyous moment in his/her life. (3-4 minutes per participant)

   OR:

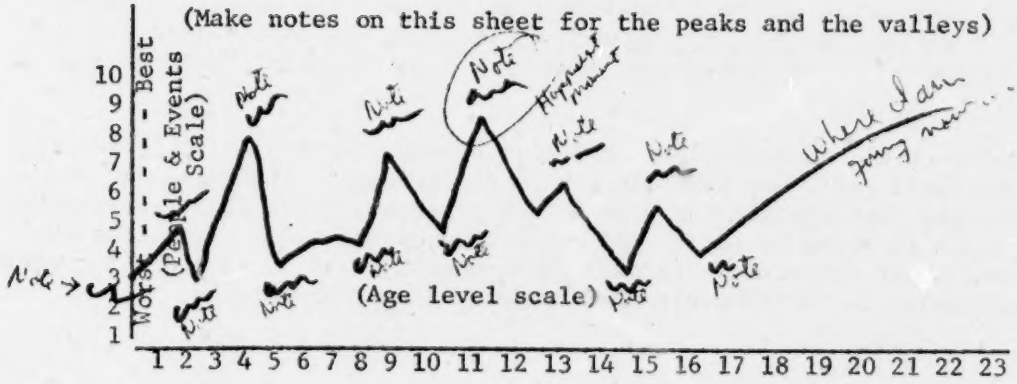
   b. Participants are instructed to take a few minutes to complete a "Roadmap of My Life." Seminar leader goes first. Then each participant shares in some detail whatever he/she is comfortable with in regard to the information contained on the "roadmap." Each person should conclude his/her self-disclosure with either a description of a very happy or joyous moment, or with a description of "where I am going now." (4-10 minutes per participant)

Note: With either self-disclosure option, effective modelling by the seminar leader must be neither too deep nor too shallow. Your best bet is to relate whatever you are comfortable with, while emphasizing experiences appropriate to the age level of the group.

(Format only)

ROADMAP OF YOUR LIFE

(Make notes on this sheet for the peaks and the valleys)


Worst - - - - Best
(People & Events Scale)
10
9
8
7
6
5
4
3
2
1
Note
Note
Note

2. Feedback. The purpose of the second part of Phase I is to make sure that each participant has a further opportunity to "check in" with the group by learning that he/she has been heard and can respond to the information shared by others. Start with yourself as seminar leader, and then systematically go around to each participant and ask for him/her the following question: "What do you (the other group members) recall in particular about what ("Sam") said or how ("Sam") said it that you want to comment on to ("Sam")? Please address your comments directly to ("Sam")."

Note: Avoid digression to topics outside of the group. (E.g., "Did you know somebody by the name of so and so when you were at X High School?") Also, encourage givers of feedback to address themselves directly to the subject participant, not to you as the seminar leader or to the group in general. As appropriate, here and throughout the KCHPS process, you may advise the seminar participants that feedback is always a statement about the sender, and that the receiver may accept feedback without necessarily agreeing with all of it.

PHASE II: SETTING GOALS

Sometime during Phase I, and/or preferably at the end of the very first seminar meeting, the seminar leader will introduce the concept of goal setting which is a continuous aspect of the KCHPS process. In the framework of the KCHPS, a good goal is specific and action-oriented (no "trying" or "some"), measurable (so you'll know when you've done it), achievable (you know you can do it), desirable (you want to do it - as opposed to should or ought), and independent (outcome does not depend on external circumstances or other's help).

At the end of almost all seminar meetings (bi-weekly seems best), each participant will set at least one personally desirable goal to be accomplished by the next meeting. At the first seminar meeting, the seminar leader will act as "Goal Secretary" and write down his/her own and others' goals. At the end of subsequent meetings, different seminar participants will act as Goal Secretary. The acting Goal Secretary also has the responsiblity of starting subsequent seminar meetings by reading aloud from his/her record of goals set at the previous meeting. The acting Goal Secretary conducts the goal review without scolding any participant who hasn't accomplished his/her goal; he/she merely asks such a participant, "What did you do instead?"

Participants should be encouraged to keep a personal record of their goals, and to set additional goals for themselves outside of seminar meetings. As the seminar progresses, participants may wish to set important goals and/or criticize each other's goals in terms of identified satisfiers, wants and abilities of the individual participant concerned. (Weekly or bi-weekly goals can also help a great deal in accomplishing a "Self-Development Project" - see Appendix B.)

PHASE III: SHARING PEAK EXPERIENCES

This two-part Phase furthers group involvement and the sharing of positive information by tapping into experiences not usually available to recall. The emphasis during this Phase is on spontaneous sharing encouraged and triggered by the participation of others (and the model participation of the seminar leader).

1. Review of Peak Experiences. For present purposes, a peak experience is defined as any exceptionally vivid and positive experience which the participant can recall (E.g., new baby came home, got a driver's license, fell in love, got out of an unfortunate situation, etc.). It should be mentioned that peak experiences are often of a formative influence in a person's development. Another way of defining a peak experience is as "one of life's rewards for becoming." Use the peak experience review form to systematically arrange your recollections. The seminar leader will conduct the group through reviews of various time periods, starting with the last 12 months and working backwards to early childhood.

   Participants are urged to respond freely. The seminar leader may ask inactive participants to share a peak experience; this frequently does the trick, since the sharing of others is such a powerful stimulant to recall.

   The seminar leader begins the review of each time period by asking the group the question: "Who wants to share a peak experience they have had during (or: from/to) _____?"

   Note: Lots of spontaneous participation during this part of Phase III can itself result in a peak experience for the seminar participants. Be patient in allowing time for each participant to share.

(format only)

PEAK EXPERIENCE REVIEW FORM

Age level

Last 12 months:

(Ages 16 to 19, or:):

(Ages 13 to 16, or:):

(Ages 10 to 13, or:):

(Ages 7 to 10, or:):

(Ages 4 to 7, or:):

(Ages 1 to 4, or:):

Question: Are there any patterns to your peak experiences?

Where can you look for more peak experiences?

Did you learn anything in particular about peak experiences?

2. Little Peak Experience Review. Little peak experiences are positive experiences that have been somewhat forgotten or have gone unnoticed in the life of the participant. Little peak experiences may be recalled by responding spontaneously to provocative stimulus phrases. The idea here is to open up the participant to significant experiences not usually available to recall. Implicit encouragement is also given to take more notice of the many small but "little peaks" that occur in daily life.

   The seminar leader will read aloud phrases from the list below (or from his/her own improvised list), pausing at least 15 seconds between each. Seminar participants are instructed to "say whatever comes to your mind" that is vivid and positive in response to each stimulus phrase. Sometimes it is a good idea to have the participants close their eyes to help them free associate - both in regard to the phrase being read aloud and also in regard to what others are sharing.

LIST OF STIMULUS PHRASES
(Choose your own!)

A really good picnic

New pair of shoes

Great childhood adventure

Summer thunderstorm

Beloved pet

Getting all dirty

An act of true friendship

A family tradition

Building something with your hands

Camping

Bread baking in the oven

Being hugged by someone who loves you

Doing some little thing well

Roller skates

Green grass

Resolving a little hassle

Frozen snow

Walking in the fall

Playing with a favorite toy or game

Doing something crazy

A good chase, and then laughing

Insect noises - crickets

Tick tock of a clock

First big date with _____

Somebody telling you a secret

Sweet, ice-cold watermelon on a hot day

An unexpected success

Someone who made you feel good -
when you were little
when you were growing up
yesterday

A satisfying pet peeve

Doing something for the heck of it

A new book

An old book

PHASE IV: ANALYZING SATISFYING EXPERIENCES

This two-part Phase continues the generating and sharing of extensive positive information in the seminar group.

1. Sharing Satisfying Experiences. Each participant lists 10 to 15 satisfying experiences (preferably within the last year or so), and shares them in some detail, 4 or 5 at a time, taking turns in the group. These experiences may involve accomplishments, fun, relationships, things, memorable events, "little things," etc. They may be from only the last year or so, or from one's entire life context. The participant may wish to focus on a particular area of his/her life such as: job, family, school, sports, spiritual involvement, love-relationship, or even yesterday. As experiences are shared, each participant should emphasize what was/is satisfying about each experience. (Occasionally it may be appropriate for group members to team up to encourage participants who have difficulty in identifying 10 to 15 satisfying experiences.)

2. Analysis of Satisfying Experiences. After all seminar participants have shared their list of satisfying experiences, the seminar leader will direct participants to check (✓) for each experience the phrases or words which apply. After each participant has checked across for each experience all the words or phrases that apply (be generous rather than stingy!), the seminar leader will direct the group through the following scoring procedure step by step (refer to format below, "Analyzing Satisfying Experiences." Participants may be encouraged to assist each other in following the lengthy scoring instructions):

   a. On each side of the double line, circle the most important check out of those factors you checked for each experience; A thru H first, and then S thru Z. (Viz., two circled checks per exp.)

   b. Now out of the two "most important" checks you have circled on either side of the double line, pick the one that is most important of the two, and enter its one letter in the box at the far right under Tally #1 (letter).

   c. Tally the total number of checks across or horizontally for each experience, and enter the total in the box at the far left of each line under Tally #2.

   d. Tally the total number of checks down or vertically for each satisfier/letter, counting circled checks twice in this step, and enter totals at bottom where it says Tally #3 on the form.

   e. Count the number of times a letter appears in the boxes under Tally #1 (letter). Add this total to the number of times the letter is circled in its vertical column. Put the resulting total in the rectangular box found in the upper left of the form marked Tally #4. Repeat this step until each letter under Tally #1 (letter) is accounted for. (When this step is complete, Tally #4 should look something like this: "2A 7H 9X 13F 21E 4D".)

f. In the rectangular box, Tally #4, distinguish between a few of the larger totals and the others remaining. Circle the few largest totals. (Example: "2A 7H 9X (13F) (21E) 4D")

g. Under Tally #3, at the bottom, draw a line through any totals for letters which have now been circled under Tally #4 in the rectangular box. (Example: totals under Tally #3 for columns (E) and (F) would be lined through, say "~~17~~" and "~~11~~", respectively.)

h. Under Tally #3, across the bottom of the form, distinguish between a few of the larger totals which have no line drawn thru them and those remaining. Circle the few largest totals which have no line drawn thru them.

i. Under Tally #2 at the far left of the form, distinguish between a few of the larger totals and those remaining. Circle the few largest totals.

j. The circled totals under Tally #2 at the far left indicate most satisfying experiences for which the greatest number of satisfier factors have been checked. Identify these few experiences and note them at the bottom of the form under Most Satisfying Experiences.

k. The circled totals under Tally #3 across the bottom indicate secondary satisfiers which have been checked frequently and circled as important, but not most important. (These are payoffs which are very nice to have in a satisfying experience, but not of primary importance.) Identify these few satisfiers and note them at the bottom of the form under Secondary Satisfiers.

l. The circled totals under Tally #4 in the upper left rectangular box indicate primary satisfiers which have been checked frequently, circled as important, and selected as most important over others. (These are payoffs which most often and most importantly have to be present in a situation for you to call it a "satisfying experience.") Identify these few satisfiers and note them at the bottom under Primary Satisfiers.

m. Now inspect what you have written at the bottom about your patterns of satisfaction as reflected in the scoring of the form. (Note: satisfiers A thru H involve internal or self-motivation, while S thru Z involve external or other motivation. Are you internally or externally motivated on the primary or secondary levels of satisfaction, or a combination?) Do you see any surprises? What strikes you about the information you have just generated about yourself with the use of the form? Do your results puzzle you, or do they seem in order with what you usually think about yourself.? Do you think these results can help you make a particular decision, or resolve a conflict in the future? In terms of the information you have just generated, to what kinds of further satisfying experiences can you look forward?

n. After considering all of these questions and suggestions, each participant will write a summary statement about "what makes experiences satisfying to me?" and "what can I do to be more satisfied?" Write this at the far right margin of the form, under Summary Statement.

o. When all participants have completed scoring their forms (with each other's help where needed), each participant will share the narrative information he/she has developed at the bottom and far right margins of the form. Note: to stimulate sharing by the individual participant, the seminar leader can use some of the questions posed in sub-paragraph m above. Encourage all participants to make narrative statements at the bottom and right margins of the form - as opposed to merely listing the letter designators for motivators.

Notes: The scoring aspect of the analysis of satisfying experiences can be problematic. Above all else, the seminar leader must get familiar with the scoring procedure before attempting it in class. When the seminar group is conducted with confidence through the scoring procdure with clarity and confidence, the payoffs tend to be substantial and rewarding.

The best procedure to follow is to have the seminar participants to through the scoring procedure "by the numbers" and all together, step by step. Move around the room a lot during the scoring to assist individuals as much as possible yourself. Let the faster participants assist those having difficulty keeping up with the scoring.

Scoring should be completed at one sitting (40 minutes?).

Reassure the seminar participants that the scoring procedure, although apparently mystifying, will pay off in interesting and worthwhile information that is helpful to know.

(format only) 8

ANALYZING
SATISFYING
EXPERIENCES

Name:
Date:

Tally #4:

		"S A T I S F I E R S"																			
		A. Enjoyed it / had fun	B. Gave love/affection	C. Used skill/know how	D. Free to decide what/how	E. Influenced other(s)	F. Learned something new	G. Met a challenge	H. Was creative	S. Received some payment	T. Gained acceptance	U. Cared for others	V. Others influenced me	W. Received love/affect.	X. Received recognition/respect	Y. Did it for others	Z. Did it with others				
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
	Tally #3:																				

Tally #2:

Tally #1 (letter):

Summary Statement: (Use back of form if necessary)

My Most Satisfying Experiences:

My Secondary Satisfiers:

My Primary Satisfiers:

(format only) 9

ANALYZING SATISFYING EXPERIENCES

EXAMPLE

Tally #4:
(5C) 3V 3W 3U 4Z 4G 4T 3F (5B) 4S 3D

Name: "SAM"
Date: Dec. 197-

		"SATISFIERS"	A. Enjoyed it / had fun	B. Gave love/affection	C. Used skill/know how	D. Free to decide what/how	E. Influenced other(s)	F. Learned something new	G. Met a challenge	H. Was creative	S. Received some payment	T. Gained acceptance	U. Cared for others	V. Others influenced me	W. Received love/affect.	X. Received recognition/respect	Y. Did it for others	Z. Did it with others	
(12)	1	H.S. Science Award	✓		(✓)	✓	✓	✓	✓	✓	✓	✓		✓		(✓)		✓	C
7	2	Trip to Mexico, 197-	(✓)			✓		✓	✓				✓	(✓)				✓	V
10	3	Fishing w/dad	✓	(✓)	✓			✓				✓	✓	✓	(✓)	✓		✓	W
10	4	Helping Charlie, May 19?	✓	✓	(✓)		✓		✓			✓	(✓)		✓	✓	✓		U
6	5	Quitting smoking				(✓)	✓		✓					✓		✓		(✓)	Z
12	6	Telling dad what I feel	✓	✓		✓	✓	✓	(✓)			(✓)	✓	✓	✓	✓		✓	G
9	7	Built a nice table	✓		(✓)	✓		✓	✓	✓	(✓)					✓	✓		C
(14)	8	Had a birthday party, May, 197-	(✓)	✓	✓	✓	✓			✓	✓	(✓)	✓	✓	✓	✓	✓	✓	T
5	9	Got a "B" in algebra			✓			✓	(✓)					✓		(✓)			G
10	10	Being into bikes	✓		✓	✓	✓	(✓)			✓	✓		(✓)		✓		✓	F
7	11	Fixing my car	✓	(✓)	✓			✓	✓		(✓)					✓			B
7	12	Summer job, 197-	✓					(✓)	✓		(✓)	✓	✓	✓					S
5	13	Being accepted to Kendall				(✓)			✓			(✓)		✓		✓			D
11	14	Family camping trip, 197-	(✓)	✓	✓						✓	✓	✓	✓	✓	✓	✓	(✓)	Z
(15)	15	Relationship with Suzy	✓	(✓)	✓	✓	✓	✓	✓	✓		✓	(✓)	✓	✓	✓	✓	✓	B
		Tally #3:	(15)	~~10~~ 13	13	11	7	12	(13)	4	10	(13)	10	(14)	7	(15)	5	11	

Tally #1 (letter):

(Use back of form if necessary)

Summary Statement: As anticipated strong primary satisfiers; Flow is a balance between self & others & things in terms of most satisfying experiences. Primary satisfiers are internal. Secondary satisfiers are both internal & external.

My Most Satisfying Experiences: Suzy; Birthday party; H.S. Science Award

My Secondary Satisfiers: Enjoying what I do. Meeting a challenge. Gaining acceptance. Open to influence of others. Receiving recognition.

My Primary Satisfiers: Using skill & knowhow and giving love.

PHASE V: EXPLORING VALUES

For present purposes, a value is simply something you want to get or keep. Everyone has a value system which is at least implicit in the things one seeks in life. During the two-part Phase, seminar participants will share extensive information concerning their "wants" in life.

1. Auction of Values. For a warm-up, fun exercise, conduct participants through an auction of values to see what priorities emerge under stress. Here are some suggested ground rules and assumptions for the auction:

   a. Everyone presently has none of the valued items listed. (You've got to buy it to get it or keep it!)

   b. Everyone has $10,000 to spend - no more, no less. Take the $10,000 and budget it among the valued items as if you were going to get the best deal you could want. (Enter amounts under "Budget" column.)

   c. After the auction actually begins, and just as in real life, no one will be held to their original planning budget. (Just $10,000!)

   d. Everyone must keep track of what he/she budgeted; what he/she actually bid for each particular item ("My Top Bid"); what items are bought for how much ("Top Bid"), and by whom ("Purchaser").

   e. Bids will be of at least $100 per increment.

   f. Participants will take turns acting as auctioneer (after seminar leader auctions off first selected item with vigor and excitement).

(format only)

AUCTION OF VALUES

(Canvass group and drop least desirable items. Define each item as you wish. Good working number of values for auction is 1½ X number of seminar participants.)

	MY BUDGET	MY TOP BID	TOP BID	PURCHASER
1. Life of great romance	_____	_____	_____	_____
2. Freedom in your life style	_____	_____	_____	_____
3. "Genius" intelligence	_____	_____	_____	_____
4. Chief of State (somewhere)	_____	_____	_____	_____
5. Unlimited access to books, etc.	_____	_____	_____	_____
6. Satisfying knowledge of "God"	_____	_____	_____	_____
7. Environmentally pure world	_____	_____	_____	_____

8.	Great personal attractiveness	____	____	____	____
9.	Satisfying & complete education	____	____	____	____
10.	Immortality & full living	____	____	____	____
11.	Satisfying love life	____	____	____	____
12.	Absolute self-determination	____	____	____	____
13.	Satisfying marriage/family life	____	____	____	____
14.	Right to privacy	____	____	____	____
15.	Self-understanding & appreciation	____	____	____	____
16.	Life of leisure	____	____	____	____
17.	Job satisfaction and success	____	____	____	____
18.	Financial security	____	____	____	____
19.	"Swinging single" life style	____	____	____	____
20.	Prosperous world	____	____	____	____
21.	Spiritual security	____	____	____	____
22.	Satisfying sex life	____	____	____	____
23.	Freedom to travel	____	____	____	____
24.	Worry-free life	____	____	____	____
25.	Rich individuality & self-expression	____	____	____	____
26.	Peaceful & safe world	____	____	____	____
27.	Personal fame & fortune	____	____	____	____
28.	Long & healthy life	____	____	____	____
29.	Constant mental growth	____	____	____	____
30.	Abiding sense of humor	____	____	____	____
31.	Truth & justice in the world	____	____	____	____
32.	Close & loyal friends	____	____	____	____
33.	Satisfying personal philosophy	____	____	____	____
34.	Ability to give and take love	____	____	____	____
35.	Money to do whatever you want	____	____	____	____

36. Openness & honesty among people _____ _____ _____ _____

37. Truly democratic world _____ _____ _____ _____

38. Life of great adventure _____ _____ _____ _____

39. _ _ _

10. If you could live for a week with complete freedom to do anything you wished ("no charge"), how would you spend that week?

11. If you knew you were to die suddenly, how would you spend or arrange your last week of life?

12. For what three most important things do you want people to remember you after your life is over? (Or: what inscription would best fit your tombstone?)

13. (NOTE: Answer this question here, but do not share your response with other seminar participants until the seminar leader tells you to do so.) What are your specific top five values right now in your life as you are living it? Also: rank your top five values in order of importance from #1 in priority to #5 in priority.

After completing all responses, each participant in turn will share out loud his/her responses to items #1 through # 12 (not #13), while all the other seminar participants listen for values reflected in each response and make notes. (E.g., "I always get angry at poor service" = "Responsibility," "Good Service," etc.)

After the individual participant has shared his/her responses to items #1 to #12, the seminar leader will canvass all the other participants in turn for what they think are the subject participant's top 5 or 7 values.

The seminar leader will tally the group consensus on a large sheet of newsprint paper on the wall where everyone can see it. Overlapping values or value areas may be combined before the final tally. Then the group consensus, in terms of the final tally, is indicated on the sheet (viz., most voted for values or value areas).

The subject participant then shares his/her top five values as he/she has listed them under item #13. His/her top five values are also placed on the large sheet on the wall for comparison with the group consensus.

The seminar leader then conducts a discussion on the differences and similarities between the group consensus top five values, and those listed by the subject participant. See which ones "cancel out" or balance between the group consensus list and the subject participant's list. Note which of the participants listed values are vague, general, or "should" values. Point out that the group consensus tends to reflect how the group hears the participant talking about how he is living (items 1-7) or fantasizing (items 8-12) in his life right now ("want" values).

Here is what the sheet on the wall may look like when completed, improvising your own format, for illustrative purposes:

(format only)

"SAM" VALUES 29 DEC 197_

Honesty between people	///// /	
Guy/Girl relationship	///// ///	#4
Education	///// //	#5
Material security	///// /	
Good job	////	
Family life	///	

SAM'S TOP 5
1. Social life
2. Honesty
3. Truth
4. Happiness
5. Education

Personal Security	///// ////	#2
World peace	////	
Good times	///// ///// /	
Outdoor activities	///// /	#1
Caring/helping	///// ///	#3
Nice clothes	///	
Confidence	/	

Note: Avoid trying to change what the subject participant says are his/her own values. The group consensus feedback is for him/her to accept or reject as appropriate. Emphasize that the feedback is only for the subject participant's consideration, and that the seminar members are not trying to change anyone's values in any pre-established way.

PHASE VI: AFFIRMING STRENGTHS

This next to last Phase of the KCHPS capitalizes on the extensive sharing of positive information that has already occurred in the seminar group. Affirming strengths is a dramatic and fun exercise which prepares the participants for the final Phase of the KCHPS ("Planning The Future").

1. Using different colored felt-tip markers, each participant lists all of his/her strengths that he/she can think of on the left-hand side of a large sheet of newsprint paper under "SIS" - strengths I see (sample format sheet below).

2. Each participant then folds his sheet longways, with "SOS" - strengths others see - facing out and taped to the wall where others may write on it.

3. Participants then mill around and write down for each other individual participant 1 to 3 strengths observed during the course of the seminar under the "SOS" column (not too many so others may contribute, too). Note: Participants may also indicate with a check mark their additional affirmation of SOSs as they mill around at this time. (In other words, if someone else has already listed "decisive" under SOS for John and you agree with it, then you may check it additionally.)

4. (Optional) After all participants have finished writing down and/or checking SOSs for others, each participant will turn his folded sheet over, and retape it to the wall with only SIS facing out. Participants then mill around once again, and check all SISs with which they agree and wish to additionally affirm for each subject participant.

5. Here is what the completed strengths sheet should look like (optimum: each participant uses a different colored marker to add color and clarity to the procedure, viz., with different colored markers it's easier for each participant to keep track of what he/she wrote for others.):

(format only)

CHUCK SIS	CHUCK Dec. 197_ SOS
Honest /////	Likes friends ///////
Good friend ////////	Lots of energy ////////
Hard worker /////////	Handsome //////////
Dress nice //////////	Funny //////
Intelligent /1///	Easy going /////
Athletic //	"Been around" //
"Can take it" //	Knows where it's at /////
Care about others /////	Successful in school /////
Not phony ////	Happy family ///
Dig chicks /////	
Handle money ok //	
Like to have fun ////////	

Note: You may wish to prepare the strength sheets for each participant in advance, and tape them to the walls as called for in step #2 above. This may expedite things considerably and also avoid confusion.

6. After all strength sheets are completed (do SOSs for anyone who is absent!), each participant will review his strengths in turn and receive feedback as follows:

   a. Briefly tell the group about, and try to give an example of, each strength you listed under SIS - as you are using it in your life.

   b. Read off each strength listed under SOS, one at a time, and give the writer and those who checked it an opportunity to give you feedback. As each SOS is explained, circle the SOS if you affirm it completely; put a box around the SOS if you are "working on it." Do this for each strength listed under SOS. (Note: Avoid allowing the subject participant to discount positive feedback. Advise him/her that the feedback represents how group members see him, and that it is not necessary to disagree with feedback at this point. If the subject participant does not want to respond affirmatively to a particular SOS at this time, just move on down the list.)

c. (Note: c thru g must be recorded by a knowledgeable and fast writer - preferably the seminar leader, on a sheet dittoed for this purpose.) After the SISs for the subject participant have been reviewed, and feedback on the SOSs has been received, ask the subject participant if he/she found any surprises under the SOSs on his/her sheet.

d. Ask other participants to do a "five year group fantasy." "Where do you see _____ in five years, especially if he/she is using his/her strengths?" "Where would you like to see _____ in five years?" "What comes to mind?"

e. Ask subject participant: "What parts of the group fantasy did you respond to most, and where would you, yourself, truly like to be in five years?"

f. (Optional) Ask subject participant if he/she wishes to ask the group at this point for suggestions as to how he/she might be able to use his/her strengths better or more.

g. Ask subject participant if he/she has any comments to share with the group in regard to how he/she experienced going through this strengths Phase of the KCHPS.

(format only)

STRENGTHS COMMENTS SHEET Name: _____
Date: _____

c. Surprises under SOSs:

d. Five year group fantasy:

e. Self-fantasy, five years:

f. Suggestions to use strengths better or more:

g. Personal reactions to strengths Phase of KCHPS:

Acting recorder:

PHASE VII: PLANNING THE FUTURE

After completing all of the foregoing Phases of the KCHPS, seminar participants are now in a unique position to examine their present life plans, and to help each other with future life plans. What makes this possible is the large amount of concrete, specific, and positive information concerning each participant that has been shared and reinforced during the KCHPS. This final Phase of the KCHPS aims to provide for some meaningful transfer of learning to the individual participant's ongoing life situation after the seminar has ended. Here again, the basic objective of increasing the amount of positive information available in the participant's life space is furthered.

1. On Worksheet #1 ("Present Life Plan" - 8½ x 11 sheet), list 10 words or phrases which describe your life as you are living it right now. On the bottom of this sheet, list several goals for which you are presently living. (On a daily, weekly or monthly basis, what are you spending your time for right now?)

2. After completing Worksheet #1, and reflecting upon it for several minutes, go to Worksheet #2 and write a narrative summary of your present life plan. Take 10 minutes or so to reflect upon and write the summary paragraph.

3. Participants will then put Worksheet #2 out of sight. Worksheet #1 will be posted up on a wall with a blank (large) sheet of newsprint, labelled Worksheet #3, posted below where others may conveniently write upon it. Participants will then mill around and place on Worksheet #3 serious and relevant comments about each person's present life plan, based on what is known in the context of the entire KCHPS, and also based on what is specifically observed in each person's Worksheet #1. (Use different colored felt tip markers here again.)

4. (Optional) Participants will then retrieve all Worksheets and re-assemble as a group. Each participant will take an opportunity to ask for further feedback (verbal) on Worksheet #3 in regard to particular statements that are puzzling or of special interest. (Note: Avoid discounting of feedback or lengthy discussion here. Emphasize acceptance of feedback, whether or not the receiver agrees with what the sender is saying.)

5. After each participant has received written (and perhaps verbal) feedback on Worksheet #3, each participant will retire with all three Worksheets, plus Worksheets #4 and #5. Participants should take up to 40 minutes to reflect upon worksheets 1 thru 3, and then complete (as much as possible) Worksheets #4 and #5. Worksheet #4 calls for 10 statements describing a desirable future life plan. Worksheet #5 calls for up to 10 major goals leading toward the desired future life plan - each goal being broken down into related long-range, middle-range, and short-range goals.

6. Upon completion of step #5 (preceeding paragraph and Worksheet #5), the group reassembles. Each participant is then requested to share the highlights of Worksheets #3, #4, #5, respectively. Seminar participants

are encouraged to constructively criticize each person's goal-setting (especially short-range goals - when, where, how much, etc.) along the lines of the goal setting criteria of believability, desirability, achievability, measurability and independence where appropriate.

Note: Steps #5 and #6 of this Phase may have to be altered depending upon the age level, depth of involvement of the group, and scheduling commitments. There is a great amount of information involved in this Phase, and discussion can be completely eliminated (step #4), or may be allowed to go on as long as time permits. You may, for example, choose to separate the completion of Worksheets #4 and #5, choosing to allow the group to assist each participant in setting future life plan goals. Whatever route you follow, be flexible in your procedure so that the time element doesn't become impossible. (None of the KCHPS Phases is meant to be boring.)

The completion of the Planning The Future Phase terminates the KCHPS. You may wish to make a few summary comments about the great quantity of positive information that has been generated for and by each participant, and how this will serve as a new resevoir of OKness in all of their future lives.

You may wish to ask the group members to take a few moments to "say goodbye" nonverbally with their eyes only...

(format only)

WORKSHEET #1: PRESENT LIFE PLAN Name:_____
(8½ x 11 sheet)

List about 10 pharases or statements that describe how you are living you life right now.

1.

...

- -

List about 5 goals for which you are presently living. (What for are you spending you time right now?)

1.

...

WORKSHEET #2: MY NARRATIVE SUMMARY OF PRESENT LIFE PLAN (Refer to #1)
(8½ x 11 sheet) Name: _____

WORKSHEET #3: GROUP SUMMARY OF MY PRESENT LIFE PLAN (Refer to #1)

Name: _____

(This should be a large sheet of newsprint posted on the wall. Participants will give each other feedback here with colored, felt-tip markers.)

WORKSHEET #4: MY FUTURE LIFE PLAN (Refer to #1, #2, #3)
($8\frac{1}{2}$ x 11 sheet)

Name: _____

After reflecting upon the contents of Worksheets #1, #2, and #3, list about 10 statements about how you really would like your future life plan to be. SAY WHAT YOU REALLY WANT.

1. I want _____

...

WORKSHEET #5: FUTURE LIFE PLAN GOALS (Refer to #4)
($8\frac{1}{2}$ x 11 sheet)

Convert each "I want" statement (Worksheet #4) into three related goals: a long-range goal, a middle-range goal, and a short-range goal. Be especially sure in each case that the short-range goal meets the criteria of a good goal: believable, achievable, desirable, measurable, and independent. SET SHORT-RANGE GOALS YOU CAN DO!

KEY: a. Long-range goal (1-5 years, general):

b. Middle-range goal (up to 1 year; somewhat specific):

c. Short-range goal (tommorrow, next week, month; very specific: what, when, where, how, etc.):

EXAMPLE: a. College degree.
b. "B" average and successful transfer to State U by Sept.
c. Study Biology 3 hours this weekend at home, and write for application for admission to State U.

---

1. a.
b.
c.

...

10. a.
b.
c.

APPENDIX A: KCHPS FORMAT

The KCHPS works best with a moderately sized group (ca. 10 participants) of heterogeneous volunteers. Seminar meetings are preferably 2 hours in duration on a twice weekly basis. At Kendall, seminars meet 4 hours per week for half a semester (7 weeks) for a total treatment time of 28 hours. Seminars are offered for 2 semester credit hours on a graded basis, A thru D (see Appendix B).

The format of the KCHPS is quite variable according to the age level, scheduling considerations and stated objectives of the particular seminar. It is also great fun to meet on a concentrated basis, say all day for two days - perhaps on two weekends, or on a single weekend retreat. (Or for 3½ hours per night, once per week for 7 weeks.)

The different Phases of the KCHPS can be shortened or lengthened. You might even wish to delete here and there: say the Sharing of Peak Experiences and/or the scoring aspect of Analyzing Satisfying Experiences, or the whole of Planning The Future (substitute: Long-Range Goal Setting, utilizing Worksheets #4 & #5?). Keep in mind, however, that Phase I (Self-Disclosure and Feedback) and Phase VI (Affirming Strengths) are the backbone and highlights of the KCHPS process.*

In conducting the KCHPS process, it is appropriate for the seminar leader to exercise spontaneously his/her own creativity and intuition. Avoid a "cook book" approach to the process. Do not lock the participants into a rigid format and schedule of events. Flow with the process and organize creatively for the group tasks.

Here is a sample format for the KCHPS (10-12 participants; 2 hour class meetings; total treatment duration of 28 hours):

FIRST WEEK. Class #1: Discussion of course syllabus; Self-Disclosure; Goal Setting.

Class #2: Goal Review; Feedback on Self-Disclosure; Sharing of Peak Experiences; Goal Setting.

SECOND WEEK. Class #3: Goal Review; Little Peak Experience Review; Sharing Satisfying Experiences (fill out left side of form in class); Goal Setting.

Class #4: Goal Review; Sharing Satisfying Experiences (fill out right side of form in class); Analysis of Satisfying Experiences; Goal Setting.

---

*Phase I and Phase VI are modelled after the "Depth Unfoldment Experience" (DUE) and the "Strength Bombardment" exercises created by Dr. Herbert A. Otto (see REFERENCES, p. iv).

THIRD WEEK. Class #5: Goal Review; critique of Analyzing Satisfying Experiences; Auction of Values; Goal Setting.

Class #6: Goal Review; (second Auction of Values?); Examination of Values (fill out form in class); Goal Setting.

FOURTH WEEK. Class #7: Goal Review; Examination of Values (continued); Goal Setting.

Class #8: Goal Review; Examination of Values (continued); Affirming Strengths (have large sheets of newsprint ready to go on the walls!); Goal Setting.

FIFTH WEEK. Class #9: Goal Review; (critiques of Self-Development Readings); Affirming Strengths (continued); Goal Setting.

Class #10: Goal Review; (critiques of Self-Development Readings); Affirming Strengths (continued); Goal Setting.

SIXTH WEEK. Class #11: Goal Review; (critiques of Self-Development Readings); Planning The Future (complete Worksheets #1, #2, #3 in class); Goal Setting.

Class #12: Goal Review; (critiques of Self-Development Readings); Planning The Future (complete Worksheets #4, #5 during class time); Goal Setting.

SEVENTH WEEK. Class #13: Goal Review; (critiques of Self-Development Readings); critique of Planning The Future (highlights of individual Worksheets #3, #4, #5); Goal Setting.

Class #14: Goal Review; critiques of Self-Development Readings; instructor/course evaluation; (discussion of mental health paradigm of "I'm OK, You're OK" furthered by KCHPS process); "saying good-bye".

APPENDIX B: KCHPS SYLLABUS

HUMAN DEVELOPMENT 114:
HUMAN POTENTIAL SEMINAR
(2 Semester Hours)

Kendall College, Evanston, Illinois 60204

DESCRIPTION.

This famous, positively oriented small group process originated at Kendall College. In this course you will increase substantially your awareness of your present value system, the achievements you have had, the strengths you possess, and your plans for the future. The Kendall College Human Potential Seminar (KCHPS) is intended to serve any person who is open to personal growth through a structured group process.

The specific KCHPS activities of Self-Disclosure and Feedback, Setting Goals, Sharing Peak Experiences, Analyzing Satisfying Experiences, Exploring Values, Affirming Strengths, and Planning The Future aim to enhance your self-regard and your regard for others. In this class, participants learn or change by doing. The seminar format encourages equal participation by all members of the class.

COURSE REQUIREMENTS.

Attendance in this course is essential. Your classmates need your full participation. Accordingly, you are expected to coordinate absences in advance and to provide validation for absences by appropriate persons involved. With regard to the attendance requirement, the following grade scheme, based on 14 two-hour class meetings, is in effect:

A = 1 cut permitted
B = 2 cuts permitted
C = 3 cuts permitted

4 or more cuts = no credit
more than 10 minutes late = "½ cut"

Self-Development Project. All seminar participants are requested to begin immediately and submit in writing a personally relevant Self-Development Project (see format sheet attached). Self-Development Projects should be discussed in class and must be achievable, at least to a substantial extent, while the class in in progress.

A = Self-Development Project (substantially) completed and reported on in class.
B = Self-Development Project substantially completed.
C = Self-Development Project submitted and initiated.

Self-Development Reading. Each seminar participant is requested to read and critique, with a personally relevant approach, an approved book in the area of "personal growth."

A = 4 or more page written critique and 3 to 6 minute verbal critique presented in class.
B = 2 or more page written critique.
C = No reading requirement.

Final Examination. The Final Examination for this course is passed out on the first day of class. It is to be completed outside of class and is due no later than the scheduled final exam period (see attached Final Examination).

A = Questions 1 thru 6 answered in full.
B = Questions 1 thru 4 answered in full.
C = Questions 1 thru 2 answered.

NOTE

The instructor, _____, is readily available for out of class consultation concerning anything of importance to you. His office is located at _____, telephone: _____.

SELF-DEVELOPMENT PROJECT FORMAT SHEET

Behavioral Objective. Describe exactly what it is you will and can do, and/or in what way your behavior will change. Be specific and concrete. You should be able to accomplish your objective this term, or at least a substantial part of it.

Specific Strategy. How do you plan to meet your objective? What are the steps or activities involved? Describe such things as times, places, beginning and ending dates, people involved, materials to be used, how your attitudes and/or behavior will change (from what to what?), etc.

Evidence of Completion. How will you know when you have met the objective? What evidence will you have to show that you have met the objective? Describe such things as changes in feeling and perception (from what to what?), a log, a journal, specific activities engaged in (how much), feedback from others, changed situations (from what to what?), new behaviors substituted for old ("instead of" behaviors"), etc.

HUMAN DEVELOPMENT 114:
HUMAN POTENTIAL SEMINAR

Kendall College, Evanston, Illinois 60204

FINAL EXAMINATION*

To be completed for grade of C:

1. Be as specific and concrete as you can and complete the following:

   A. Detailed list of 50 Satisfying Experiences you have had.

   B. Detailed list of 50 Strengths you have.

2. Write at least a page of candid comments concerning:

   A. What one grade do you believe you deserve for your participation in the KCHPS class? Why?

   B. What one grade do you believe the instructor is going to give you for your participation in the KCHPS class? Why?

To be completed for grade of B:

3. Be as specific and concrete as you can and complete the following:

   A. Detailed list of 50 tangible or intangible values you want to keep or get.

4. Write an end of course candid critique of the seminar leader's actions of at least a full page. (How can the seminar leader's approach to teaching this class be improved?)

To be completed for grade of A:

5. Be as specific and concrete as you can and complete the following:

   A. Detailed list of 17 major life goals you plan to pursue.

   B. Break each of the 17 major life goals down into 3 related goals:

      1a) long-range & general; 1b) middle-range & somewhat specific; 1c) short-range & very specific; 2a) ...etc.

6. Describe some personal behavior of yours that has been changed by your participation in the KCHPS class - as the behavior used to be, and as it is now. (In the event that you have observed no specific behavior change in yourself, attempt to account for this - how the course may have fallen short, etc.) One full page please.

---

* Final Examination is due no later than scheduled final exam period. Please provide a postage paid, self-addressed envelope for the prompt return of these materials with your grade for the course. Thank you.

APPENDIX C:

KCHPS/TA OUTLINE
(Tentative)

"OKness Seminar"*

ı the framework of Transactional Analysis, the paradigm of mental health is the
I'm OK, You're OK" life-position. The KCHPS effects positive changes in parti-
lpants' perceptions of self ("I'm OK") and perceptions of others ("You're OK").
s a reflection of the author's current, extensive involvement with TA, the fol-
wing course outline has been proposed for an evening, adult education course to
e taught during the spring of 1974.

UNIT I:
a. Introduction to TA and KCHPS (concepts of OKness and human potential).
b. Self-disclosure exercise.
c. Contract making (part of every weekly class).

UNIT II.
a. Feedback exercise.
b. OK transactions exercise.
c. Sharing peak experiences.

UNIT III.
a. Review of satisfiers.
b. Intimacy exercise.

UNIT IV.
a. Exploring wants I (auction).
b. P-A-C conflict resolution exercise.

UNIT V.
a. Exploring wants II (comparison).
b. In group contract change exercise.

UNIT VI.
a. Exploring wants II (comparison, continued).
b. Permission exercise.

UNIT VII.
a. Affirming abilities.
b. Stroking exercise.

UNIT VIII.
a. Affirming abilities (continued).
b. Stroke economy exercise.

UNIT IX.
a. Planning the future.
b. Script exercise/analysis.

UNIT X.
a. Planning the future (continued).
b. Re-scripting exercise.

The author has developed a Transactional Analysis oriented human development course at Kendall College to meet better the objectives of the existing "Human Development 115: Personal Identity" (4 semester credit hours). A course syllabus for Human Development 115: Personal Identity (TA) is available on request.